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ABSTRACT

The concept of the professional development school (PDS) and the commitment to collaboration advocated by educational reformers derives in part from a recognition of the need to more fully incorporate the voices of teachers in teacher education and professional development. The Coolidge Professional Development School (Shrewsbury, Massachusetts) is a joint effort of the Anna Maria College (Paxton, Massachusetts) Education Department and the Calvin Coolidge School professional staff. This guidebook contains: (1) background on the PDS; (2) a summary of beliefs and assumptions about teaching-learning, teacher preparation, and ongoing professional development; (3) an outline of roles and responsibilities of the PDS personnel; (4) description of some benefits of the PDS program; (5) an evaluation plan; (6) an overview of the teacher preparation program; (7) a description of professional development day activities, a sample semester schedule, and two sample day schedules; (8) outlines of the teacher preparation program orientation and cooperating teacher orientation; (9) evaluation forms; and (10) outlines of activities for the teacher retreat and reflection events. The appendices include: information on PDSs in Massachusetts; school-university issues to consider in forming a PDS; a timeline from the 1990 grant proposal; and some notes on clinical methodology and the teaching-learning concept. (IAH)

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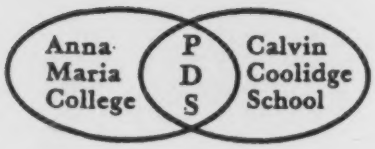

PROFESSIONAL DEVELOPMENT SCHOOL

GUIDEBOOK

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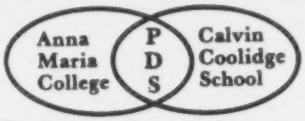

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(JUNE, 1990)

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INTRODUCTION

Education has been a subject of considerable national concern over the past decade, yet often for different reasons. Some link a decline in educational achievement relative to other countries to a less secure place for the United States in the global marketplace. Others point to the need for a better education to help revitalize life and opportunity in U.S. cities. Still others emphasize the importance of preparing an educated workforce for the next century.

Recent efforts at educational reform have often gained support from the rhetoric generated by these concerns. For example, a strong movement to increase academic standards at all levels of schooling rests on the belief that stronger student performance and readiness for roles in a competitive, global economy will result. Proposals such as this have a simple, tough-sounding, sure-fire kind of appeal. They don't, however, draw the support of all educators. Many of us, aware of the challenges to education in our present complex, multi-cultural society, find such one-dimensional solutions problematical. We are likewise hesitant to endorse steps which lack an overall carefully developed educational vision.

One movement in current educational reform stresses the importance of focusing on teacher preparation, professional growth, and the teaching-learning process in schools in order to improve education as whole. The Professional Development School is a hopeful idea originating in this reform effort. Essentially the idea is to create schools uniquely dedicated to understanding and improving the teaching-learning process and fostering professional growth. The Professional Development School (PDS) concept is distinctive in part because it suggests changes in the very way in which much reform is typically conceived and carried out; in a PDS, educational concerns are addressed through a collaborative professional development process, involving both college and school faculty, at the school site. The PDS idea represents a significant conceptual change in the roles and relationships of schools and colleges in professional development, in how professional knowledge is constructed and shared, and in how to go about improving the education of children. In a word, it represents a proposed change in the professional culture of education.

"Growth Through Collaboration"

Professional Development Schools provide a special opportunity for creative thinking and empowering action on the part of those most directly involved in education. This Guidebook represents one such creative effort. It reflects the vision and experience nurtured through several years of collaboration between Anna Maria College and the Coolidge School. This is not to say that more work can't or need not be done. There are questions yet to be addressed as we evaluate our purposes, our efforts and our direction. But we are excited about the possibilities for continued "Growth through Collaboration". We anticipate much additional growth in our effort to become a more fully-collaborative Professional Development School. We would not wish that future participants see this Guidebook as more than an important signpost on a longer journey. We could hope for no more as the collaborative process continues and new perspectives emerge that it ends up as a starting or reference point for something even better.

THE CALVIN COOLIDGE SCHOOL

Calvin Coolidge is an elementary school housing approximately 370 students within grades 1 through 4 and a life skills class of severely handicapped children. Support services include a school psychologist, media specialist, Chapter One Reading, Chapter One Mathematics, a speech pathologist and reading specialist.

Over the past five years, the school's mission has been to become a "collaborative school". Toward this end, teachers at the school have combined efforts in formulating an exemplary "thinking skills" program ("The Cooperative Teacher Model"), a special education pre-referral team, and "Teacher Assistance" problem-solving groups. These programs have enabled teachers to work not only together but with other schools as well in staff and curriculum development. The collaborative, field-based teacher preparation program with Anna Maria College under the professional development school initiative has extended the school's effort to fulfill it's mission.

Pedagogy and curriculum at the Coolidge School are eclectic. The whole language approach, process writing, critical thinking skills, peer coaching, and cooperative learning, for example, are all represented in the teaching practice and curriculum of the school. There is a special emphasis on finding ways to integrate opportunities for thinking, writing, and reading across the curriculum, and for some a hope to create more unified, thematic, interdisciplinary or inquiry-based learning experiences. This feature, together with the collaborative spirit and intent of the school, make it an especially promising site for developing new approaches to teacher preparation and staff development.

ANNA MARIA COLLEGE

Anna Maria College is a small institution of higher education with a strong liberal arts curriculum. The school has both an undergraduate and graduate program in elementary education leading to state certification in Massachusetts. The College's Education Department has a long history of dedication to the task of preparing elementary educators and an equally long association with surrounding school districts in Central Massachusetts. The teacher preparation programs have traditionally incorporated perspectives from the field through the involvement of practitioners as adjunct faculty. There is a strong interest in the Education Department in building meaningful and constructive collaborative relationships with school partners in the field. The Department has supported the involvement of a "Clinical Professor" in the Coolidge Professional Development School program since the Fall of 1988.

THE PROFESSIONAL DEVELOPMENT SCHOOL: A CONCEPTUAL PERSPECTIVE

As mentioned in the introduction, professional development schools are uniquely committed to enhancing professional preparation and ongoing development through collaboration. The Holmes Group, an educational reform consortium, identifies several purposes in their report, "Tomorrow's Schools: Design Principles for Professional Development Schools" (April 1990): improving student learning, revitalizing veteran teachers, introducing prospective teachers to the field, and providing a laboratory for research in education. [See Appendix for a report on this document]

Actual professional development school programs will vary considerably according to a host of factors, such as: the characteristics and strengths of the schools and faculty involved, the degree of integration of college and practitioner efforts, and any particular emphasis or focus of the program. Inevitably, the collaborators will also contend with time, available resources, attitude, flexibility, and the difficulties entailed in changing resilient institutional practices in the effort to create new roles and relationships and fulfill a new vision of professional education.

The Importance of a Culture of Collaboration

While individual professional development school programs may differ, they will all depend on the establishment of a new professional and school culture. Culture involves ways of seeing, thinking, acting, and relating as well as the actual behaviors and practices of a particular group. Collaboration, and all this term implies, is the cornerstone of a professional development school culture. A spirit of collaboration will be necessary to bridge the gaps that often divide schools from institutions of higher education, college faculty from teachers, teachers from each other, and teachers from administrators, not to mention students as well. In order to go beyond cooperation to collaboration, school and college faculty will need not only to see and value their mutual purpose and respective contribution but view themselves as co-equals and co-agents in the process. Building collaborative relationships will entail an effort to develop a new openness in communication. From this openness, a common discourse of collaboration can be developed; that is, participants can develop new ideas and concepts and understandings to explain how they can work together. Ideally, everyone in the school will make a commitment to collaboration, and this will be as evident in the teaching-learning process in classrooms as in the relationships among the participants in the particular professional development programs. In our program, we have adopted "Growth through Collaboration" as our slogan.

THE PROFESSIONAL DEVELOPMENT SCHOOL: A CONCEPTUAL PERSPECTIVE

A Structure for Collaboration

Since it involves new roles and modes of relating and new responsibilities, collaboration means changes in traditional school structure. Conceivably, changes such as the following could be made to accommodate the collaborative work of professional development schools.

--altering the schedules and responsibilities of both college faculty and school practitioners;

--creating new roles such as "Mentor Teacher" and "Clinical Professor";

--establishing school site courses collaboratively taught by practitioners and faculty members;

--creating an alliance of practitioners, school administrators, and college faculty to oversee teacher preparation programs;

--providing opportunities for collaborative teaching, crossing traditional grade boundaries, peer coaching, collaborative curriculum planning & collaborative, inquiry-based student learning.

Teacher's Voices

The concept of the professional development school and the commitment to collaboration derive to some extent from an overdue recognition of the need to incorporate more fully the voices of teachers in teacher education. The knowledge and experience of the practitioner have been undervalued and neglected in professional development. Instead, knowledge gained through a process of formal research and formulated by researchers has been given the greatest credence. Technical knowledge is valued over personal knowledge. Teachers have often been presented with this professional knowledge in a rather technical way; more often than not, they are talked "at" rather than talked "with". Under this model of education, teachers are encouraged more to become technical rather than thoughtful, reflective practitioners. Their teaching is in a sense disconnected from their experience. They are not encouraged to value and carefully mine the rich ore of their own experience as a source of professional understanding and ongoing development. Nor are they enabled to make sense of their own experience and respond to it in constructive ways.

THE PROFESSIONAL DEVELOPMENT SCHOOL: A CONCEPTUAL PERSPECTIVE

Clearly the prospects for involving children in active, creative, and collaborative learning experiences will be diminished unless teachers are enabled likewise to become more active participants in understanding their teaching practice, in creating professional dialogue, and in establishing and developing their voices in the building of the profession.

In a professional development school, the personal knowledge of teachers, the knowledge embodied in professional experience, is considered important. At Coolidge we strive to foster both the contribution and development of teachers' voices, as part of the larger effort to understand and improve teaching-learning practice. Teachers are involved in shaping the program and in finding meaningful ways to express and expand their understanding and insight into teaching practice. At the same time, we hope to launch new or prospective teachers on a path of ongoing professional development by helping them, singly and collaboratively, to explore, reflect on, and articulate their experience in the teaching-learning process.

Professional Knowledge and Practice

A new respect for the relationship of professional knowledge to practice will be an important aspect of the "culture" of professional development schools. This means in part a recognition of the value of practitioner experience to an understanding of teacher-learning process; also in part, finding ways to bring forth, develop, refine and share that personal knowledge.

One way to tap and develop practitioner knowledge is through a process of "reflection" -- on teaching-learning experience, on teaching practice, on the assumptions, ideas, beliefs or rationales which inform how teachers interpret children's needs and work, or which determine their pedagogical decisions and actions on behalf of children. Promoting "a reflective habit of thought" is one of the goals of the Coolidge program.*

*For further perspective, see Donald Schon, The Reflective Practitioner, New York: Basic Books, Inc., 1983

THE PROFESSIONAL DEVELOPMENT SCHOOL: A CONCEPTUAL PERSPECTIVE

Another way to strengthen and enhance teachers' understanding of teaching-learning process is through investigation or "research". The idea of the "teacher as researcher" has gained a good deal of attention recently in professional development discussion. For example, in her essay "Teaching as Research", Eleanor Duckworth focuses on the special opportunity teachers have to "research" the development of children's understanding. She suggests that teachers are "in a position through teaching to pursue questions about the development of understanding that one could not pursue in any other way." Having engaged learners in thinking about something, teachers can then ask questions "the same as those that a researcher into the nature of human learning wants to ask: What do you think and why?" One of Duckworth's points is that teachers who take a serious interest in these questions and try to answer them are apt to acquire insights helpful to their teaching -- for example, to their effort to construct curriculum that will engage children according to their understanding and help them go further. In Duckworth's view, researching is an important activity for teachers, enabling them to better understand, learn and grow from, and contribute to their practice and their profession.*

Teachers who act as researchers of children's learning and who then become architects of curriculum are involved in their practice in new and professionally invigorating and expanding ways. They are generating knowledge and ideas helpful to their particular work and perhaps to the work of their colleagues as well. If done collaboratively -- with a colleague or perhaps a faculty member of a collaborating college -- classroom research of this nature can greatly strengthen and enliven the professional culture of the school. As some have suggested, the school can become to some extent "a center of inquiry" for both teachers and learners.

There are other possibilities for forging new links connecting practitioners, teaching practice, and professional knowledge and development within professional development schools. Teachers can establish co-coaching relationships, college faculty and teachers can join in "reflective practice" or "teaching and learning" or writing groups, and teachers and faculty can collaborate in planning teacher preparation experiences or courses for prospective teachers. These are some of the ideas that we have discussed in the Coolidge program. Our experience in collaboration has taught us that such experiences are both possible and desirable.

*See Eleanor Duckworth's "The Having of Wonderful Ideas" and Other Essays on Teaching and Learning, New York: Teachers College Press, 1987

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THE PROFESSIONAL DEVELOPMENT SCHOOL: A CONCEPTUAL PERSPECTIVE

A Summary of General Characteristics of a PDS

Here is a list of general characteristics of Professional Development Schools, based on a report in The Massachusetts Field Center for Teaching and Learning's publication, Teaching Voices (Fall 1989 -- See Appendix):

Shared Vision among school and college faculty in developing new models of professional education;

Collaboration among practitioners, principals, teacher educators, liberal arts faculty and other members of the community when appropriate;

Exemplary School Culture which values collegiality, shared leadership and decision making, high expectations, active learning and inquiry-based teaching;

A Well-Defined Induction Process guided by mentor teachers so that new teachers have opportunities to understand the school's culture, develop a sense of students' needs, and assume new and more responsible roles as they acquire confidence and skill;

Diversity in Teaching Methods that complements the variety of student approaches to learning;

Empowerment of teachers and principals to make shared decisions about curriculum, materials, personnel and budgets;

A Well-Articulated Assessment Process for the regular review of all school personnel and programs;

School Schedules and Organizational Arrangements that provide time and opportunities for sharing ideas, collaborating on new tasks and problem-solving, and reflecting on practice;

Adequate Resources, including staff, materials and funding, to support the program's mission;

Commitment to Multi-racial and Multi-ethnic Education that prepares educators to appreciate and build on the special benefits of diverse cultures.

THE

PROFESSIONAL DEVELOPMENT

SCHOOL

PROGRAMS

THE COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL PROGRAMS

Purpose

The Coolidge Professional Development School program is a joint effort of the Anna Maria College Education Department faculty and the Coolidge Elementary School professional staff. The overall purposes of this collaboration are to:

- support and enhance the preparation of prospective elementary school teachers;
- encourage, support and enhance the ongoing professional development of Coolidge School teachers;
- build understanding of the teaching-learning process;
- better the education of children.

We hope through our collaborative effort to establish at Coolidge a professional development school with the following characteristics:

- an open, reflective and investigative attitude towards teaching practice as it relates to understanding the conditions and contexts which will enable different children to learn;
- a spirit of open inquiry in learning on the part of both teachers and children;
- a spirit and structure of professional collaboration and sharing directed towards mutual support and enhancement of teacher efforts at beginner and experienced levels, and increasing understanding of, and the capability to respond to the interests, needs and work of children;

We believe that these general purposes and aims can best be accomplished through a collaboratively designed and predominately field-based process, involving the dynamic interaction of college faculty, school practitioners, interns (in the case of teacher preparation), and children at the school site.

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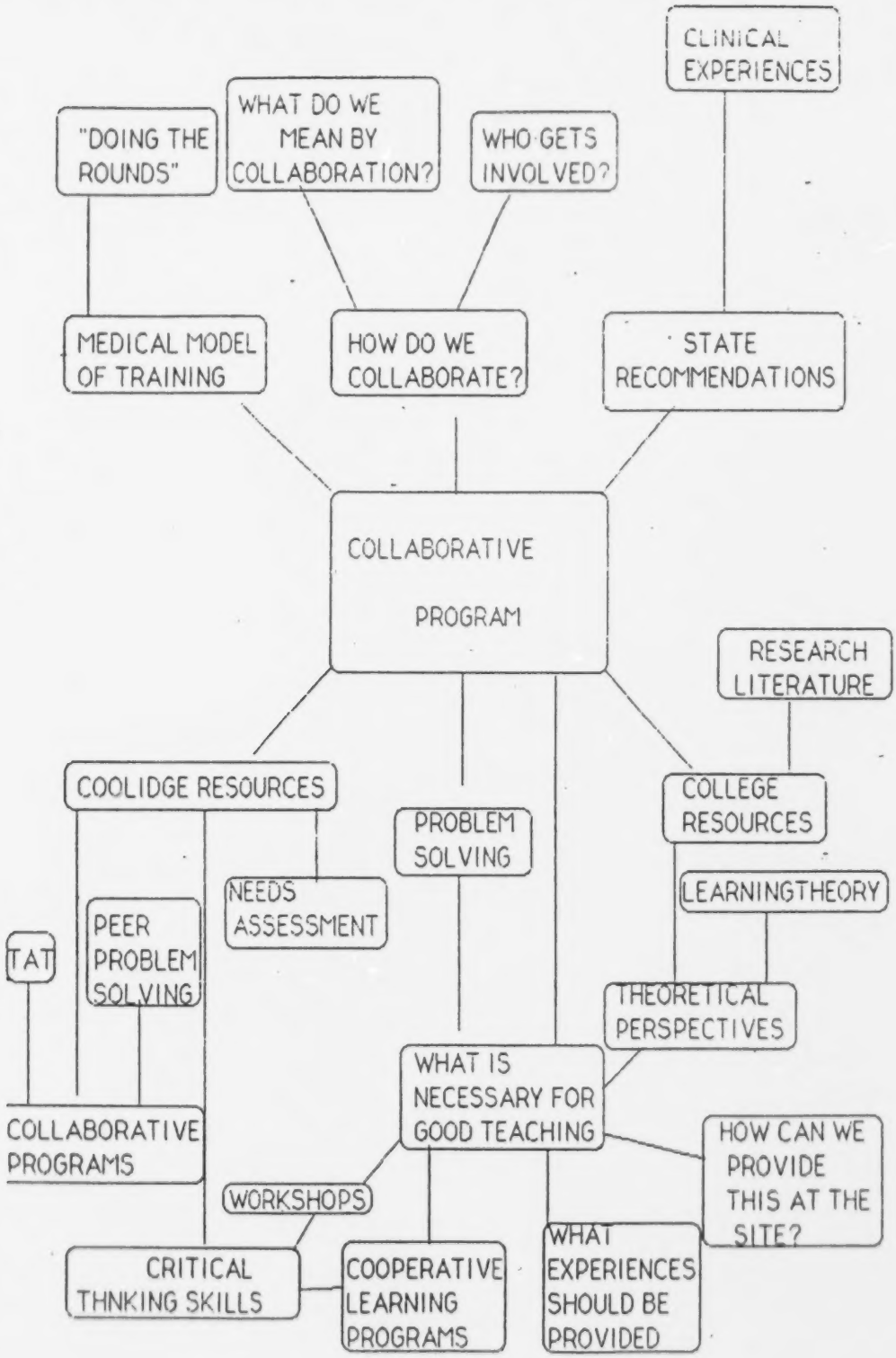
THE COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL PROGRAMS

Background and Foreground

We have progressed through several basic stages of development in our effort to establish a new professional development collaboration. We initiated discussion during the beginning of the 1987-88 academic year, partly in response to the state of Massachusetts' call for a new and dynamic approach to the preparation of teachers and for the establishment of "professional development schools" to serve as models in this process. By that time, the Coolidge School professional staff had already gained experience in collaboration. Some teachers had participated in "Teacher Assistance Teams" (T.A.T.) for group problem-solving on various issues; others had been involved in "Project Share", a program aimed at helping the school's special needs population, or had banded together to design a training model to infuse thinking skills into the general curriculum ("The Cooperative Teacher Model"). These experiences in collegiality and collaboration seemed to provide a good foundation for a more extensive effort. Many of us were bolstered by a strong conviction that a combined college-practitioner professional development effort at the Coolidge School site was both necessary and possible. But few if any of us anticipated how and where this belief would lead us.

A group composed of the Coolidge School principal, two veteran teachers well-seasoned in the collaborative programs established at the school, faculty from the Education Department of Anna Maria College (and initially from a neighboring college as well), and an Assistant Superintendent of the Shrewsbury School System met to address the possibility of collaboration. Our first steps were exploratory and tentative. The Coolidge staff felt that they could offer workshops for student teachers based on their in-service experiences; but it was unclear in what sense, on what basis and for what overall purpose the two institutions would actually collaborate. We were all searching for recognizable landmarks on unfamiliar ground. Those early discussions set in relief several needs: for greater mutual understanding of the values, goals, structures, strengths, resources and beliefs which influence the thinking of each potential partner institution; for patience and openness in establishing this mutual understanding and from it a new discourse of collaboration; for an overall educational vision with which to frame our efforts; for flexibility in carrying it all out.

A jumble of questions and practical possibilities arose as we struggled with the theme of collaboration, forming a curriculum web of sorts, as illustrated below. We were especially interested in the medical model of intern training, and would eventually adapt its concept of "Doing the Rounds" for our own program.



A "WEB" OF IDEAS AND QUESTIONS DURING THE EXPLORATORY STAGE OF COLLABORATION

THE COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL PROGRAMS

The beliefs which emerged to shape and guide our work included: teaching is an interactive, reflective, and clinical more than a technical process; field-based professional development would be enhanced in small, supportive, collaborative teams representing a variety of theoretical and practical perspectives and brought together to observe, analyze, and reflect in common on various aspects of teaching practice; that we should aim to expand the repertoire of ways that teachers have to understand their own practice and respond to the needs, interests, and experiences of children. We recognized that expressing these beliefs in practice would depend on several factors, among them the availability of a "clinical professor" and veteran or "mentor" teachers on a regular basis, opportunities for involvement of all teachers, and an ongoing school-wide dialogue with participants to foster a coherent vision and sense of purpose.

By the Fall of 1988, we had formulated the basic philosophy, goals, and format of a collaborative weekly teacher preparation program. Personal and institutional commitments coalesced enough to warrant an actual "run through" with a group of student teachers assigned to Coolidge for that semester. Students met once a week with a core group composed of a "Clinical Professor", two "Mentor Teachers", and the school principal for a full day of activities. Often these activities involved classroom visits and sessions with other members of the professional staff as well; virtually the entire staff participated in some way in this initial effort. We have carried out this program for three succeeding semesters, each time changing or refining some aspect of it.

We continue to be challenged in the teacher preparation program by our initial guiding questions, by the experience of participants, by the prospects for drawing closer to goals such as developing "a habit of reflective practice". One of the very important benefits of collaboration is to keep us vitalized by these challenges. As we have often said, it is a "work-in-progress". At the same time, as our collaboration has matured, so has our hope of fulfilling a broader vision of Coolidge as a Professional Development School.

THE COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL PROGRAMS

We recognize the integral relationship between the quality of field-based professional development experiences for student or beginning teachers and the ongoing professional development experiences of veterans in our effort to grow as a professional development school. We hope to make "professional development" a more inclusive, participatory, and in-depth process for the entire Coolidge staff. We also look to link the professional development experiences of the veteran teachers with our collaborative efforts on behalf of beginning teachers, to make them mutually reinforcing, and to ensure a cross-fertilization of ideas and experience. Finally, we hope to further develop roles such as "Mentor Teacher" which will be important to the future of teacher preparation.

We have made some strides in this direction, thanks principally to a Massachusetts Professional Development School grant administered through the state Field Center for Teaching and Learning during the spring of 1990. Under the grant, we were able to develop and conduct a series of day-long workshops for teachers (led by a teacher and coordinated by the Mentor Teachers in the Teacher Preparation Program), as well as a "Teachers' Retreat" to reflect on basic understandings of teaching and learning. We were also able to involve several teachers for full-day "guest mentor" stints in the Teacher Preparation program.

Some of our PDS goals for the future include:

* establishing a series of "professional development days" for experienced teachers on questions or themes chosen by them

* establishing more fully a school-wide perspective and dialogue on topics such as "reflective practice," "the teacher as researcher," "collaborative or co-coaching," "mentoring," and, in a broad way, "teaching practice in relation to learning process"

* establishing team-taught field-based courses for teachers-in-preparation and for experienced teachers

* establishing links with other schools interested in a more comprehensive and collaborative approach to professional development (we have made a tentative plan along these lines with a more culturally and racially diverse school in the city of Worcester).

COOLIDGE PROFESSIONAL

Beliefs and Assumptions		Goals
Teaching-Learning	**Preparation And Professional Development**	
*Teaching-Learning is a Dynamic, Interactive & Reflective Process	*Need to Participate in and Reflect "on" and "in" Practice to Build Understanding of Teaching-Learning Process	*Foster a Habit of Reflective Practice
Teaching-Learning Involves Seeing, Listening, Understanding and Responding to Children as Whole Persons	*Integrate Efforts of College Faculty School Practitioners, and Student Teachers in Small Supportive "Collaborative Teams" at the School Site	*Build a Broad Repertoire of Ways to Facilitate Teaching-Learning Process & Respond to Different Children's Needs and Interests
*Good Teaching Practice Requires:		
Ability to Reflect Thoughtfully and Critically on Practice	*Integrate Efforts of College Faculty, School Practitioners, & Student Teachers in Small, Supportive "Collaborative Teams" at the School Site	*Develop Knowledge and Skills Helpful to Teaching-Learning Process
Efforts to Expand and Diversify One's Practice (Build a Repertoire of Ways to Meet Children's Needs and Activate Their Interests	*Opportunities for Joint Clinical Observation and/or Direct Participation in Teaching-Learning	*Build Spirit of Open Inquiry & Collaboration
	*Opportunities for Teacher-Initiated Curriculum Work-Shops, Classroom Research, Collaborative Seminars, etc.	

DEVELOPMENT SCHOOL OVERVIEW

Roles	Activities Teacher Preparation - Ongoing Professional Development	
Planning Team - Principal - Clinical Professor - Mentor Teachers "Collaborative Team" - Student Teachers (or In-Service Teachers) - Mentor Teachers - Clinical Professor Contributing Teachers Cooperating Teachers Institutions (Anna Maria College and Shrewsbury School System)	The Professional Development Day -"Doing the Rounds" - Contributing Teacher Time - Collaborative Coaching - Clinical Practice - Reflective Practice Rounds - Workshops - Reflection Time Joint College Faculty-Practioner-Developed, Field-Based Courses	*Professional Development Days Based on Teacher Interests, Perceived Needs, Questions *Contributing Teacher or Guest Mentor Role in Teacher Preparation Program *"Teaching Retreat", Collaborative Seminars Workshops, Field-Based Courses *Classroom Research *Co-Coaching *Ongoing Writing and/or "Reflective Practice" Groups

*See Following Pages for Discussion of Each Section

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

SUMMARY OF BELIEFS AND ASSUMPTIONS

TEACHING-LEARNING

(Note: We feel that the phrase teaching-learning is a more apt way to describe the educational process within classrooms than using either of the terms separately)

1. TEACHING-LEARNING IS A DYNAMIC, INTERACTIVE, CREATIVE, AND REFLECTIVE MORE THAN A TECHNICAL PROCESS

   * teaching-learning is not simply understanding and implementing curriculum in predetermined and prescribed ways, or sharing a particular knowledge

   * teaching-learning involves seeing, listening, understanding, and responding to children as whole persons

   * teaching-learning involves engaging children's thinking, stimulating their inquiry, and enabling them according to their understandings, interests, individual learning needs and styles

   * teaching-learning can occur through peer cooperation, problem-solving and collaboration

2. GOOD TEACHING PRACTICE REQUIRES:

   * a willingness and ability to reflect thoughtfully and critically on one's practice (one's thinking and actions in the teaching-learning process) in relation to children's experience, taking into consideration personal beliefs, values, assumptions, and perceptions

   * some clinical ability aimed at better understanding the learning process of individual children

   * efforts to expand and diversify one's personal practice -- building a broad repertoire of ways to meet the learning needs and interests of individual children on a daily basis

   * developing good judgement regarding all of the above

3. We place a special value on integrated, thematic, interdisciplinary, and inquiry-based teaching-learning experiences across the curriculum

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

SUMMARY OF BELIEFS AND ASSUMPTIONS

TEACHER PREPARATION & ONGOING PROFESSIONAL DEVELOPMENT

1. Understanding of teaching-learning is built through a combined process of participating in and reflecting "on" and "in" practice

   * "practice" refers to one's thinking and actions in the teaching-learning process

   * "reflecting on" refers to a process of becoming more aware of the effect of one's practice on the teaching-learning experience of children, and trying to understand why; also a process of questioning and examining the beliefs, assumptions, perceptions, values, and thinking which shape one's practice (in general or at a given moment in time); all with a view towards improvement

   * "reflecting in" refers to gaining awareness of children's efforts, needs, understandings and experience in relation to one's own practice during the teaching-learning process and responding accordingly

2. The multiple perspectives represented by college faculty, school practitioners, and student teachers or interns should be integrated in this process (everyone benefits)

3. There should be opportunities for analysis and reflection on various teaching-learning experiences and approaches (as a result of joint clinical observation or direct participation) in small, supportive, integrated "Collaborative Teams"

4. A collaborative approach to teacher preparation should strive to incorporate as much as possible the varied skills and expertise of group members and the institutions they represent

5. In ongoing professional development, a collaborative approach should provide opportunities for teacher-initiated paired or team efforts in areas such as creating curriculum, building understanding in new approaches, evaluating, planning for, and responding to the teaching-learning process, and conducting classroom research.

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COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

BASIC PROGRAM GOALS

A. FOSTER A HABIT OF REFLECTIVE PRACTICE IN TEACHING-LEARNING

1. Involve teachers in a reflective process (on an individual and group basis) which, for example, enhances their ability to

   a) recognize and understand the needs of individual children

   b) enables them to choose from or develop strategies appropriate for meeting individual needs

   c) helps them investigate, understand, and evaluate the origins and effects (in terms of children's experience) of their teaching practice <u>during</u> the teaching-learning process (reflecting <u>in</u> practice), and enables them to develop alternatives in planning or approach consistent with curriculum goals or children's learning needs, interests, etc.

   d) enables them to better recognize and respond to the full range of issues, questions, concerns, and possibilities that emerge from their experiences working with or observing the work and teaching of children

   e) helps them develop their professional teaching "voice"

B. BROADEN REPERTOIRE OF APPROACHES IN TEACHER PRACTICE (DEVELOP SKILLS AND KNOWLEDGE CONSIDERED IMPORTANT TO THE PROFESSION)

For example,

1. utilizing various curriculum and/or community resources

2. employing various media, the arts, music, etc. in classroom activity

3. peer and group classroom activities

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

BASIC PROGRAM GOALS (continued)

4. incorporating critical thinking skills in Teaching-Learning process

5. incorporating self-guided and/or inquiry-based activities into the curriculum (e.g., learning centers)

6. ways to find out and respond to student understanding and experience in the teaching-learning process (clinical skills)

C. DEVELOP APPRECIATION FOR COLLABORATIVE TEACHER EFFORT

D. DEVELOP AND SHARE "PRACTITIONER" KNOWLEDGE

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

ROLES AND RESPONSIBILITIES

(Note: Many of the responsibilities listed apply to the Teacher Preparation Program alone; some apply more to the Professional Staff Program)

PLANNING TEAM (Principal, Clinical Professor, Mentor Teachers)

* Establish Student Teacher and Cooperating Teacher pairs
* Develop and evaluate curriculum for Teacher Preparation Program Professional Development Days
* Plan additional in-service and inter-school professional development activities with and for teachers
* Coordinate involvement of other teachers
* Monitor program and experience of participants
* Maintain communication with entire PDS community

PRINCIPAL

* School Site Coordinator
* Serves as member of Planning Team
* Participant and/or facilitator in PDS activities

CLINICAL PROFESSOR

* Serves as College Coordinator
  ---coordinates participation of students and other faculty
  ---maintains dialogue on program with College
* Serves as member of Planning Team
* Serves as member of Collaborative Team
* Resource for literature/program material
* Assists in mentoring and/or serves as college supervisor
* Assists in preparing and facilitating activities or in-school research
* Participant in PDS Activities

MENTOR TEACHER

* Serves as member of Planning Team
* Serves as member of Collaborative Team
* Prepares, coordinates, and/or facilitates activities with other participating teachers
* Serves as coach, model, supporter, resource, guide
* Possible adjunct factulty role

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

ROLES AND RESPONSIBILITIES (continued)

CONTRIBUTING TEACHERS (includes all Coolidge teachers)

* May host "Rounds" on Professional Development Days in Teacher Preparation Program (prepares Rounds in consultation with Mentor Teachers)
* Presentations, workshops, panel discussions, or demonstrations in Teacher Preparation Program
* Resource and support for Student Teachers
* May serve as "Guest Mentor" on Professional Development Days in Teacher Preparation Program
* May collaborate with other teachers or clinical professor on projects such as classroom research, curriculum development, inter-disciplinary or inter-class learning activities, co-coaching, PDS activities
* Helps generate ideas for program and in support of program goals

COOPERATING TEACHER

* Hosts, supports, guides, coaches, and helps evaluate Student Teacher
* Teaching model and resource
* Helps build continuity between PDS goals and classroom experiences

STUDENT TEACHER

* Maintains Coolidge professional standards and expectations
* Gradually assumes increasing responsibility for teaching in host teacher's classroom, in coordination with the Cooperating Teacher
* Serves as member of "Collaborative Team" on Professional Development Days
* Hosts "Reflective Practice Rounds" during designated Professional Development Days
* Serves as co-coach during "Collaborative Team" sessions
* Helps build continuity between PDS goals and classroom experiences
* Helps evaluate program ("Student Teacher Response Sheet")

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

ROLES AND RESPONSIBILITIES (continued)

THE COLLABORATIVE TEAM (Mentor Teachers, Clinical Professor and Student Teachers)

The Collaborative Team meets weekly during the Teacher Preparation Professional Development Days. Members participate together in the activities planned for each day. In large part, the intent is for team members to individually share their different perspectives and observations, their insights and questions, and to work together to build understanding regarding different curricula, teaching-learning process and classroom practice. This dynamic will require many qualities: openness, a willingness to understand and respond to others' experience, a willingness to question, reflect, and think critically. Team members are oriented especially to supporting, interpreting, and building on the Student Teachers' experience and understanding.

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

SOME BENEFITS OF THE PDS PROGRAM

1. **AN ENLIVENED PROFESSIONAL CULTURE AT THE SCHOOL**

   * The school becomes a place of learning and inquiry for teachers

   * Teachers regard their practice anew and assume new active, creative, constructive roles

2. **NEW INSIGHTS REGARDING TEACHING-LEARNING PROCESS AND CURRICULUM**

   * The multiple perspectives represented by the clinical professor, principal, mentor teacher, cooperating teachers, and student teachers, when brought to bear in common on teaching-learning questions, help generate new ideas

   * College faculty (clinical professor, adjuncts) bring new or refined insight to education department curriculum

   * New insights regarding teaching within and between disciplines

   * Opportunities for teachers to revise and develop curricula

3. **STRONGER, CONSTRUCTIVE RELATIONSHIPS BETWEEN COLLEGE FACULTY AND TEACHERS**

   * Strengthens relationships between college faculty and teachers in support of student teacher professional growth

   * Opportunity to explore new forms of collaboration to enhance teacher preparation

4. **COLLEGE FACULTY ABLE TO PLAY MORE ACTIVE AND CONCENTRATED ROLE IN THE DEVELOPMENTAL GROWTH OF STUDENT TEACHERS AT SCHOOL SITE**

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

SOME BENEFITS OF THE PDS PROGRAM (continued)

5. **A BROADENED EXPERIENCE FOR STUDENT OR BEGINNING TEACHERS**

* Greater support and help from within school community
* Gain multiple perspectives on teaching-learning process across the curriculum
* Develop broader repertoire of ways to approach teaching
* Enabled to become more aware and reflective as practitioners
* Experience in professional collaboration

6. **IMPROVED TEACHING-LEARNING EXPERIENCE FOR CHILDREN**

* Children become involved in a greater variety of learning activities, have access to a greater range of resources, and are exposed to a wider range of teacher approaches and styles
* Children's learning efforts are supported by more professsional and pre-professional staff (Student Teachers, Mentor Teachers, Clinical Professor), enabling more small group and one-on-one interaction
* Children's individual needs are better understood and provided for
* A constant influx of new ideas and perspectives in the classroom - creating a richer learning environment

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

EVALUATION PLAN (FROM 1990 GRANT PROPOSAL)

The effectiveness of the collaborative Professional Development programs will be judged according to several broad criteria:

1. the extent and quality of their impact on participants' own understanding of and approach to their teaching practice in relation to the needs, interests, and experiences of children;

2. on the extent of participants' sense of empowerment in the collaborative process of discussing ways to better understand and improve their own practice and the learning experience of children

3. on the development of new or alternate pedagogical strategies during the "Collaborative Coaching" periods on Professional Development Days

4. on the extent of participants' use of new or alternate pedagogical strategies or approaches in their teaching

5. on the efforts of participants to identify and investigate or research topics/questions emerging from reflection on their own practice

6. on the initiative of teachers to extend their involvement in the program for student teachers or experienced teachers

Student teachers will keep journals documenting their experience during the course of their professional development program in the field, and will report on their experience to the Planning Team after their group "Reflection Time" on Professional Development Days; Student teachers will also complete a questionnaire evaluating their experience at the conclusion of the program.

Experienced teachers will fill out questionnaires prior to and after their work in the Professional Development programs, and maintain a "Professional Development Record" to document their experience. The Coordinating Team will utilize this feedback in assessing and improving the program.

We will also ask those who may occasionally join the program as "partricipant-observers" to provide written feedback.

THE TEACHER PREPARATION PROGRAM

THE PROFESSIONAL DEVELOPMENT SCHOOL

TEACHER PREPARATION PROGRAM

Overview

The field-based Teacher Preparation program has several basic components:

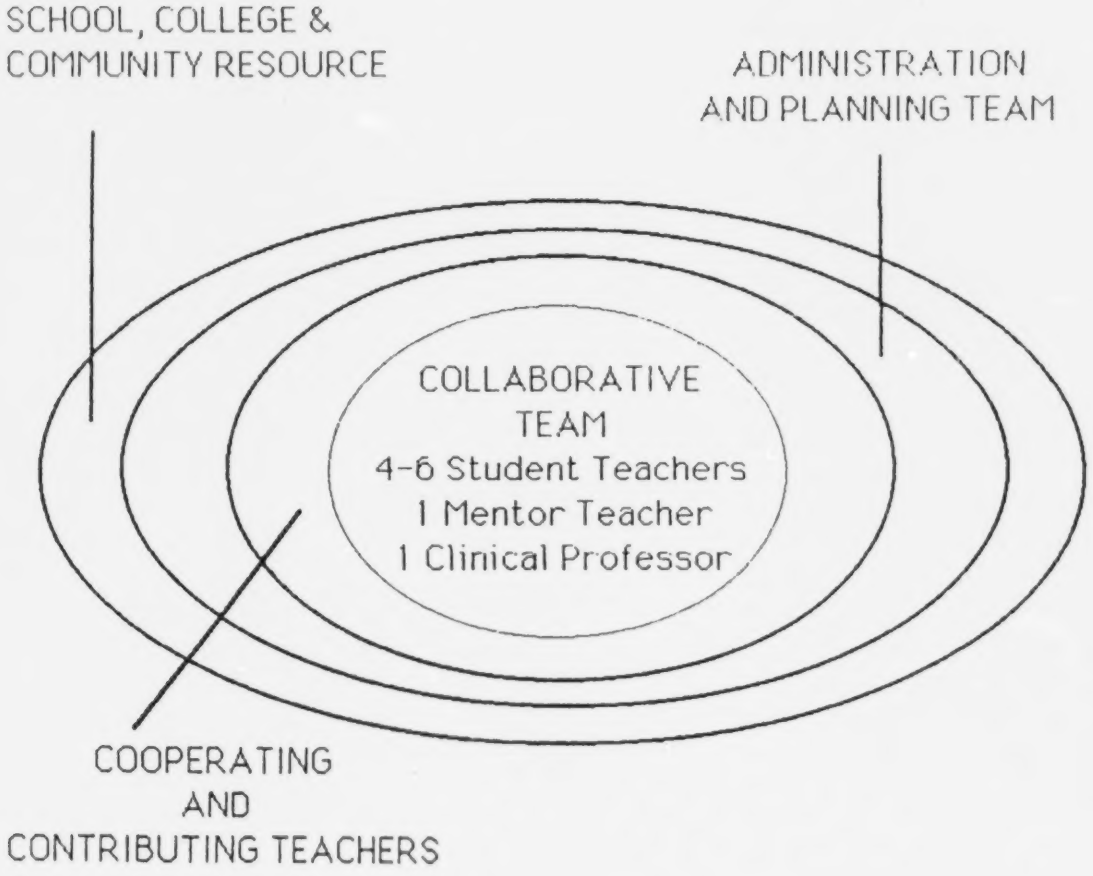
1. The Traditional Cooperating Teacher-Student Teacher Relationship -- Student Teachers assigned to the PDS serve a full internship with a Cooperating Teacher. This experience is different from the traditional model to the extent that both the Cooperating Teacher and Student Teacher try to fulfill some of the broad professional development aims of the PDS and are supported in this effort by the entire PDS staff (clinical professor, principal, and Mentor Teachers and Teachers). As of this writing, the Student Teacher is supervised by a College Supervisor, and evaluated in a joint conference with the Cooperating Teacher.

2. Mentoring -- The Mentor Teachers at the Coolidge School may provide help, guidance, and coaching for the Student Teachers

3. The Weekly Professional Development School Day -- Each week Student Teachers, Mentor Teachers, and the Clinical Professor gather together for a full day as a "Collaborative Team" to participate in a series of professional development activities. A particular theme -- on some aspect of either curriculum, teaching-learning process, or classroom management -- usually shapes the content of activities, while the group as a whole tries to engage in thoughtful, reflective discussion. Activities include pre-arranged classroom visits ("Doing the Rounds") followed by discussion with the host classroom teacher, presentations,"Collaborative Coaching", and "Reflective Practice Rounds" hosted by the Student Teachers themselves.

The PDS Day is the main collaborative event in the program; the "Collaborative Team" is its organizational heart. The Collaborative Team represents the various perspectives of the Clinical Professor, Mentor Teacher, and intern (and often the school principal), thus the perspectives of philosophy, theory experience, and practice, joined in an effort to address the questions and challenges of teaching, to broaden the repertoire of ways that participants have of seeing and responding pedagogically to children's needs and of activating children's interests, and to enhance the professional capability of all. The opportunity for joint consideration of common questions, themes, and teaching practices in this intimate working group exemplifies our belief in the importance of a collaborative, interactive, reflective, and field-based teacher preparation process.

THE DIAGRAM BELOW ILLUSTRATES THE STRUCTURE OF COLLABORATION FOR THE TEACHER PREPARATION PROGRAM



THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

Professional Development Day Activities

Note: Most activities are standard from week to week; the themes and focus change, but the process remains fairly constant. Occasionally, one of the Professional Development Days will be given over to an intensive workshop or will be devoted to "Reflective Practice Rounds" (described below) hosted by the Student Teachers.

"Doing the Rounds" -- This phrase is borrowed from the medical model of intern training and refers to the process of small groups visiting, reviewing, and discussing the cases of different patients. In the PDS, "Doing the Rounds" involves a pre-arranged visit by the Collaborative Team to one or two classrooms to observe or participate in some aspect of the teaching-learning process, in keeping with the particular theme of the day. The focus may be on a particular teaching practice or curricular activity, and/or to interact with children during a learning activity.

The key aspects of "Doing the Rounds", then, are:

- focused observation and/or participation in some aspect of teaching-learning process
- reflection on shared experience
- the involvement of multiple perspectives (Collaborative Team and the host Contributing Teacher)

The actual Rounds process includes:

1. Planning the theme and general focus of the Round (Planning Team)

2. Setting up the Round -- A Mentor Teacher meets with the host "Contributing Teacher" before the Professional Development Day to discuss the Round and to develop a "Round Sheet". The Round Sheet identifies the theme and focus of the Round, guidelines for observation or participation, and any pertinent questions (see sample Round Sheets in Part IV).

3. Pre-Round Conference -- The Mentor Teachers distribute the Round Sheet and orient the Collaborative Team

4. "Do the Round" -- Collaborative Team members record observations and questions

Professional Development Day Activities (continued)

5. Post-Round Conference -- The Collaborative Team meets for discussion with the Contributing Teacher who hosted the Round. Discussion can focus on --

   * understanding and interpreting what happened
   * the response and effort of individual children
   * the background to the activity (students' prior experience, the thinking which shaped the Contributing Teacher's planning and approach and action - more reflective discussion)
   * possible changes in approach (Would you do anything differently next time?) or alternative approaches and why (more analytical, reflective discussion)
   * the Contributing Teacher's response to what happened -- what might she or he do next?

Contributing Teacher Time -- Experienced teachers and/or the Clinical Professor address an aspect of the teaching-learning process or curricular topic, in keeping with the curricular theme. This activity might involve:

   * a presentation or demonstration
   * a panel discussion
   * a workshop
   * a review of relevant literature or research
   * a "hands-on" experience, in which members of the Collaborative Team actually participate in a learning activity similar to that which might be provided for children (examples: an inquiry in science, cooperative learning). A clinical, reflective discussion of the experience follows, focusing on the various "learning experiences" of the participants (what happened, what was the path of thinking, what were the interventions of the teacher and why, what might have been) and in consideration of how to foster this learning experience in a classroom with children.

Professional Development Day Activities (continued)

Clinical Practice -- In this activity, members of the Collaborative Team observe while a Teacher, Support Specialist, or Clinical Professor works with one or a small group of children on some particular behavior, or task, and/or as they follow their own path of inquiry (this same process may be used as well in the hands-on experience described above). A primary purpose is to gain practice in trying to follow the path of a child's understanding -- trying to understand what activates the child's inquiry, what the child is doing and why, and trying to be clear on how you know. A related purpose is to follow the teacher's involvement with the children -- how the teacher initiates the process and engages the child's interest, how the teacher responds or "intervenes" with questions, new ideas, a change in materials, etc. Clincial Practice sessions help focus attention on teaching -learning as an interactive process requiring, on the teacher's part, careful observation and listening and responding, based on understanding as much as possible the children's experience and the task or inquiry at hand. They also help build awareness of how important it is to reflect and consider one's perceptions, assumptions and understandings (what do I really know about this child's understanding? How do I know?) in making teaching decisions. (See "Notes on Clinical Methodology" in Appendix II for more info).

Subsequent discussion can focus on:

* sharing interpretations of the child's understanding at any given point/examining the basis for these understandings
* on the teacher's involvement
* on the task, subject, or curriculum involved

Professional Development Day Activities (continued)

Collaborative Coaching -- Members of the Collaborative Team work together (in pairs, trios, or as a whole group) to do any of the following:

* help individual teachers better understand (or decide how to better understand) some aspect of their classroom observation, experience, or teaching practice (questions and topics initiated by teachers)

* identify approaches to teaching that might be helpful in response to particular learners' efforts

* help individual teachers better understand some aspect of the curriculum to help in curriculum decision-making

* initiate planning for individual or classroom learning experiences in preparation for "Reflective Practice Rounds"

Reflective Practice Rounds -- Each Student Teacher hosts a "Round" of teaching-learning, based usually on a Professional Development Day theme or approach, for the Collaborative Team. The purposes of this activity are primarily to gain practice and confidence in a particular approach and to engage in "reflective practice" with the support and help of Team members. The reflective process in this activity begins with Collaborative Coaching and progresses from the Pre-Round to the Post-Round Conference (as in "Doing the Rounds"). The intent is to foster a reflective process -- a habit of mindful and attentive practice -- in which one becomes aware of and responsive to the interplay of one's beliefs, assumptions, and experience in practice.

*Collaborative Coaching -- reflection stems from questions which seek to elicit and examine the thinking and assumptions which shape decision-making and planning (e.g., "Can you say your reasons for wanting to try it that way?" "What is your understanding of the children's prior experience?" "What would you need to or want to know about the children's understanding in order to respond that way?")

*Pre-Round Conference -- Student Teachers orient the Collaborative Team to the Round, identifying, in "Round Sheet" fashion, the purpose, focus and rationale of the plan for the teaching-learning experience. (See "Reflective Practice Round Sample" in Appendix)

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THE TEACHER PREPARATION PROGRAM

Professional Development Day Activities (continued)

*Post-Round Conference -- The Collaborative Team discusses the teaching-learning experience with each Student Teacher. Examples of reflective questioning include: What aspect of the experience did you feel went particularly well -- what makes you think that?! What was your thinking in responding in that way at that moment? How might you respond differently? What changes might you make in another instance? On what basis?

Student Teacher Reflection Time -- Student Teachers gather together to discuss their Professional Development Day experience or Student Teaching; occasionally a Mentor Teacher or the Clinical Professor might join them. This activity is structured more by the Student Teachers' interests in the moment than by design. It normally concludes the Professional Development Day for Student Teachers. Student Teachers might:

* continue the analytical or reflective questioning begun during activities earlier in the day
* share any changes in perspective or belief or understanding stimulated by the Professional Development Day or their recent teaching experience
* review the day and list questions or topics for possible further consideration -- present these to Planning Team
* co-plan and co-coach (help each other develop learning activities, brainstorm ideas, decide on ways to respond to children's efforts)

Planning Team -- Members of the Planning Team meet to review and evaluate the Professional Development Day and plan for the following week

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Sample Professional Development Day Semester Schedule

Week	Topic
1	Planning Team Meeting
2	Collaborative Team Orientation
THEME: CLASSROOM MANAGEMENT	
3	Classroom Management
4	Child Behavior
THEME: CURRICULUM	
5	Integrated Language Arts I
6	Integrated Language Arts II Reflective Practice Rounds
7	Process Writing
8	Learning Centers/Extension and Inquiry Activities/Instructional Games
THEME: TEACHING-LEARNING	
9	H.O.T.S./Chapter I
10A	Critical Thinking Skills I
10B	Critical Thinking Skills II Reflective Practice Rounds
11	Hands-On Learning I
12	Hands-On Learning II Reflective Practice Rounds
13	Cooperative Learning I
14	Cooperative Learning II Reflective Practice Rounds
15	Wrap-up/Student Teacher Response

THE PROFESSIONAL DEVELOPMENT SCHOOL
THE TEACHER PREPARATION PROGRAM
PROFESSIONAL DEVELOPMENT DAY

SAMPLE DAY SCHEDULE (1)

THEME: _____

9:00 - 10:45		"DOING THE ROUNDS"
	9:00 - 9:15	PRE-ROUND CONFERENCE
	9:15 - 9:35	ROUND #1
	9:35 - 10:00	POST-ROUND CONFERENCE
	10:00 - 10:25	ROUND #2
	10:25 - 10:45	POST-ROUND CONFERENCE
10:45 - 11:00		BREAK
11:00 - 12:00		CONTRIBUTING TEACHER TIME
12:00 - 12:30		LUNCH
12:30 - 1:45		COLLABORATIVE COACHING
1:45 - 2:05		REFLECTION TIME
2:05 - 3:00		PROGRAM EVALUATION DISCUSSION PLANNING TEAM MEETING

THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE DAY SCHEDULE (2)

REFLECTIVE PRACTICE ROUND

THEME: INTEGRATED LANGUAGE ARTS

9:00 - 9:45	Pre-Round Conference Round 1 (Mrs Fisher) Post-Round Conference
9:45 - 10:00	Break
10:00 - 10:45	Pre-Round Conference Round 2 (Ms Sullivan) Post-Round Conference
10:45 - 11:15	Reflection/Optional Coaching
11:15 - 12:15	Pre-Round Conference Round 3 (Ms Gibson) Post-Round Conference
12:15 - 1:00	Pre-Round Conference Round 4 (Ms Cook) Post-Round Conference
1:00 - 1:30	Lunch
1:30 - 2:00	Review Day/Reflection "On " Practice
2:00 - 2:45	Reflection/Discussion (Student Teacher) Planning (Planning Team)

THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

ORIENTATION

Goals: to become acquainted as persons to establish common understanding of basic philosophy, goals, individual roles and responsibilities, expectations, schedule, activities to establish our identity purposes, and communication as a "Collaborative Team"

Resources: PDS Guidebook, PDS Video, PDS Overheads

Note: Recommend that participants review PDS Guidebook prior to Orientation Meeting

1. Welcome and Introductions

2. Introduction to the Coolidge School

   * as a community for growing and learning

   * programs, children and surrounding community, staff roles and management, overall beliefs, values, goals

   * support services, resources

   * brief "get-acquainted" walking tour (if time permits)

3. The Professional Development School Concept

   * What are your initial ideas/impressions/questions?

   * Schools with a special commitment to professional development from preparatory on through the most experienced levels

   * The importance of a culture of collaboration within the school community
     --within and between classrooms
     --between and among teachers and staff
     --between school and college
     --within PDS, with other PDS programs and schools

THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

ORIENTATION (continued)

4. The Coolidge Professional Development School Program

   * the Teacher Preparation Program

   * the Staff Development Program

The Teacher Preparation Program

* key underlying beliefs and goals
  (teaching and teacher preparation)
  --the importance of communicating and learning as we would have children learn
  --the importance of creative, versatile, and responsive classroom teaching in the effort to provide meaningful learning experiences for all children
  --to build confidence and capability with a variety of approaches in classroom management, curriculum, and general teaching-learning through actual practice and reflection with others
  --to develop a habit of "reflective practice" enabling a better understanding and improvement of teaching practice
  --to gain experience and capability re: constructive collegial and collaborative relationships [see first section of this guidebook for elaboration]

* key roles and responsibilities
  --as much as possible an integrated, schoolwide effort
  --the children (as key participants in the teaching-learning)
  --traditional Cooperating Teacher and Student Teacher relationship
  --Planning Team (principal, clinical professor, mentor teachers)
  --Collaborative Team (clinical professor, mentor teachers, student teachers)
  --Contributing Teachers and Staff

* weekly semester program
  --review calendar schedule, note thematic approach

* typical day schedule and activities
  --PDS video (stop to explain and answer questions about activities that are shown

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THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

ORIENTATION (continued)

The Teacher Preparation Program (continued)

- additional activities and days
  (e.g., critical thinking skills workshop or "reflective practice rounds"

- the intangibles
  --the same qualities that we would hope to foster in children! That is,
  --openness (to new experience, to trying, to learning from each other)
  --communication (open, supportive, respectful, work to establish common understanding or understanding of difference, reflective, constructive, positively critical but not judgmental)
  --flexibility
  --weekly preparation, as needed

5. Questions on Program?
   --invite questions from Student Teachers

6. Collaborative Coaching Session

- Identify biggest question or concern or needs so far - can pertain to classroom rules, expectations or organization, planning or curriculum, a student behavior, a particular experience or puzzlement, etc.
  --Is there a common question or topic to discuss?
  --Sample follow-up questions:
  Do we understand the question well?
  How can we best address this question? (what do we know? what do we need to know? do we need observation? resources? a better understanding of underlying factors or assumptions? a way to find alternatives?)
  What do we believe in this situation? What might we do the same? differently? why?
  --Any particular questions or topics to address for next time?

Notes:

THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

COOPERATING TEACHER ORIENTATION

Goals: to review cooperating teacher role (as needed)
to establish mutual understanding of PDS goals and program schedule for upcoming semester
to identify ways in which planning team and cooperating teachers can mutually support and enhance the student teachers' experience

Note: This meeting might be adapted as a joint meeting with Student Teachers

Resources: PDS Guidebook, Carol Pelletier's Bridging the Gap

I. Cooperating Teacher Role

A. Recall Individual Student Teacher Experiences

1. Silently recall and then list
--what did we most need as Student Teachers
--helpful qualities in our Cooperating Teachers
--particular ways of providing support that we appreciated
--the kinds of support, opportunities, and experiences that we would like to have had

B. Understanding General Student Teacher Needs (perhaps ask current group of Student Teachers to list their perceived needs, too)

Examples:
--respect and patience and flexibility
--freedom to risk and try
--a clear sense of role and status in room (the children need this, too)
--a clear sense of any boundaries dividing her role and teacher's role (e.g., decision-making, responding to children's work, etc)
--self-confidence, encouragement, verbal support
--a knowledge of school resources

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THE TEACHER PREPARATION PROGRAM

COOPERATING TEACHER ORIENTATION (continued)

B. Examples: (continued)
--mutual planning of assisting or full teaching responsibilities
--opportunity for unobserved work with the children
--regular constructive feedback and suggestions
--e.g., talk about what you did, what you both liked or didn't and why, what would have helped, what you might have done and why
--hearing your reflection on your own efforts
--a chance to talk about individual children and responding to their particular needs and interests

C. Cooperating Teacher Role

1. as mentor, guide, model, coach

2. the importance of open, clear, and ongoing communication

3. the art of supporting, encouraging, coaching and "letting go"
--student teaching as a developmental process

4. the art of constructive feedback
--using descriptive rather than judgmental language
--promoting self-reflection before and after teaching (e.g., "What made you decide to try it this way?" "What might you do differently at that point?")
--setting concrete goals for next time

5. helping to integrate the goals of the PDS with the Student Teacher's overall classroom experience
--opportunities to discuss and try approaches practiced in the PDS as appropriate
--promoting open and reflective thinking about teaching practice in relation to children's efforts, needs, styles, and interests in learning and one's own personal assumptions and beliefs

THE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

COOPERATING TEACHER ORIENTATION (continued)

II. Evaluation

A. A collaborative process involving Cooperating Teacher, College Supervisor, and Student Teacher

III. Goals and Current Program Schedule of the PDS

A. Review and discuss as appropriate

IV. Ways to Support and Enchance Student Teacher Experience

A. PDS Planning Team and other Contributing Teachers as Support and Resource for all Student Teachers
B. Possibility of Cooperating Teacher as a Contributing Teacher or Guest Coach or Mentor in Weekly PDS Program
C. Possible collaborations between teachers

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

STUDENT TEACHER RESPONSE SHEET

NAME: (Optional): _____

PART I: Use the following response code. Add any comments to elaborate or illustrate your response.

1 -- Not interesting or helpful
2 -- Somewhat interesting, helpful and relevant
3 -- Very interesting, helpful and relevant
4 -- Wholly worthwhile

THEMES

Orientation _____

Classroom Management _____

Integrated Language Arts _____

Learning Centers _____

Instructional Games _____

Child Behavior _____

Instructional Media _____

Critical Thinking Skills _____

Cooperative Learning _____

Hands-On Learning _____

Process Writing _____

Chapter I/H.O.T.S. _____

COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

THE TEACHER PREPARATION PROGRAM

STUDENT TEACHER RESPONSE SHEET (2)

ACTIVITIES

Rounds _____

Contributing Teacher Time _____

Collaborative Coaching _____

Reflective Practice Rounds _____

Reflection _____

PART II: In what ways, if any, did your experiences in the Professional Development Program (be as specific as possible) affect

1. your understanding of yourself as a teacher?

2. how you think about and approach teaching practice?

3. your understanding of ways to involve children in learning?

4. your understanding of children as learners?

5. your efforts as a student teacher?

PART III: What aspects of the program did you find most helpful and rewarding? Least? What are your recommendations for improvement (try to say why)?

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AN OPEN LETTER TO PROSPECTIVE INTERNS IN THE

ANNA MARIA/COOLIDGE PROFESSIONAL DEVELOPMENT SCHOOL

As two veterans of the Anna Maria/Coolidge Internship Program, we would like to share some thoughts regarding our trials and tribulations, our successes and mishaps, during that time. It is our hope that this letter will offer support and encouragement to those embarking upon this adventure in the future.

When the year first began, our primary concern was establishing ourselves within our respective classrooms. It was a time of introducing ourselves to our Cooperating Teachers, the students, the school itself, and identifying our role within that setting. We very quickly became immersed in the second role of the Internship, which was our involvement in the Professional Development School. This role challenged us to become more reflective, more courageous, and more receptive to incorporating new ideas in our classroom activities. Although our two roles seemed distinct at first, we realized how much they meshed as the semester reached its end.

Initially, we felt as though we were on a perpetual roller coaster ride, physically and emotionally. As we assumed more responsibilities within the classroom, our ride became much smoother, though not without an occasional bump along the way. We also learned that all teachers experience mishaps, but move forward with reflection. The Professional Development School encouraged us to reflect upon our own teaching practice in this ongoing process of personal and professional growth. We were also exposed to the collaborative

aspect of teaching, which elicited an awareness of the wealth of knowledge of the professionals within the school. As an added bonus, we learned from and developed friendships with our internship colleagues which sustained us through the semester's ups and downs.

Even though it felt as if the internship's dual roles conflicted in the beginning, it wasn't long before they blended and complemented one another. We felt richer because of the commitment and combined efforts of so many talented and caring people at Coolidge.

We hope your experience proves to be as fruitful and rewarding as ours. Remember - wear bright colors!

Sincerely,

Deborah Doktor-Fisher

Ruth Y. Cook

Ruth Cook

Deborah Doktor Fisher

(Student Teachers, Fall 1989)

THE TEACHER PREPARATION

PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULES & ROUNDS SHEETS

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Management

Topic - Orientation/Classroom Management

January 18, 1990

9:30 - 10:15	Orientation
10:15 - 10:30	Pre-Round
10:30 - 11:15	Round 1 - Mrs LeMay
11:15 - 11:30	Post-Round - Mrs LeMay
11:30 - 12:30	Lunch
12:30 - 1:30	Contributing Teachers - Gary Chalmers - Kelly Finneran Pre-school Planning Climate Seating Arrangement Problem Students Philosophy Classroom Rules (Setting Up & Teaching) Account from Beginning of School to Now
1:30 - 2:15	Collaborative Coaching
2:15 - 3:00	Reflection/Planning

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TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Classroom Management

Rounds Sheet #1

OVERALL:

Notice the methods used to draw the rules from the students.

Pay special attention to the teaching of the rules once they are drawn up.

CLASSROOM FOCUS: Mrs LeMay - Grade 4

1. Notice how the children interact while working in small groups.
2. Note techniques of brainstorming.
3. Note techniques used in role-playing

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TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Management

Topic: Classroom Management

January 18, 1990

OVERALL FOCUS

Mrs LeMay will help the students become aware that they have basic needs that provide for their comfortability. She will help them become aware of how these needs can be met within the classroom.

CLASSROOM FOCUS

Mrs LeMay will be introducing the Basic Needs Wheel, showing our four basic emotional needs. She will lead the class in comparing these needs with our physical needs to show that there must be a balance between the two.

In small groups, students will list ways to obtain a particular emotional need (power, freedom, love, fun). Note the make up of the groups and the students' interaction.

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Management

Topics:

A. Child Behavior

B. Resource Room Instruction

January 25, 1990

9:15 - 9:45	Topic Orientation/Pre-Round Conference
9:45 - 10:30	Round 1 - Miss Wilkin (Clinical Practice)
10:30 - 11:00	Post-Round Conference
11:00 - 11:15	Break
11:15 - 11:30	Pre-Round Conference
11:30 - 12:15	Round 2 - Mrs Lamothe
12:15 - 12:45	Post-Round Conference
12:45 - 1:30	Lunch
1:30 - 2:15	Contributing Teacher - Miss Wilkin School Psychologist
2:15 - 3:00	Planning/Reflection

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Curriculum

Topic: Integrated Language Arts I

February 1, 1990

9:00 - 9:30	Topic Orientation/Pre-Round Conference
9:30 - 10:00	Round 1 - Mr Yvon
10:00 - 10:30	Post-Round Conference
10:30 - 10:45	Break
10:45 - 11:30	Contributing Teacher - Mrs Trainor
11:30 - 11:45	Pre-Round Conference
11:45 - 12:30	Round 2 - Mrs Bukowiecki
12:30 - 1:00	Post-Round Conference
1:00 - 1:30	Lunch
1:30 - 2:30	Collaborative Coaching
2:30 - 3:00	Planning/Reflection

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Curriculum

Topic: Integrated Language Arts I

February 1, 1990

OVERALL FOCUS:

Notice how all language arts areas are intertwined in the lesson. Note whether or not a thematic thread runs throughout the entire classroom.

ROUND 1: Classroom Focus

Mr Yvon - Mr Yvon's lesson will integrate Science into the Language Arts curriculum. Notice how Reading, Listening, Writing and Speaking are used to help the children remember information presented on the previous day, to help them process the information presented and demonstrate an understanding of information.

ROUND 2:

Mrs Bukowiecki - Mrs Bukowiecki will do a "Reader's Workshop" session. i.e. read one scene from The Trumpet of the Swan. Then the children will write new dialoque for the scene in keeping with the book's action. This scene will then be presented three times. This will be a group effort.

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Curriculum

Topic: Process Writing

February 15, 1990

9:15 - 9:45	Topic Orientation/Pre-Round Conference
9:45 - 10:25	Round 1 - Mrs Faherty
10:25 - 10:40	Post Round Conference
10:40 - 11:10	Round 2 - Miss Frongillo
11:10 - 11:30	Post Round Conference
11:30 - 12:15	Lunch
12:15 - 12:45	Contributing Teacher - Miss Frongillo
12:45 - 2:30	Extension
2:30 - 3:00	Planning/Reflection

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Process Writing

OVERALL FOCUS:

Teaching writing as a process. Steps in the process include pre-writing activities, drafting, responding, revising, editing, publishing. Personal journal writing is an integral part of a successful writing program.

CLASSROOM FOCUS:

The students in Miss Frongillo's class will be involved in a part of the writing process called responding. They will be working with a partner. Each person will have the opportunity to listen to and then comment on his/her peer's first draft. Please notice what they're saying, the manner in which they say it, and any other interesting interaction. Also note the Response Guide page in the students' booklets.

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Curriculum

Topic: Learning Centers/Extension Activities
Instructional Games

March 1, 1990

10:15 - 10:30	-	Topic Orientation/Pre-Round Conference
10:30 - 11:10	-	Round 1 - Mrs Adkins
11:10 - 11:25	-	Post-Round Conference
11:25 - 12:15	-	Lunch
12:15 - 12:45	-	Round 2 - Ms Quinn-Shanahan
12:45 - 1:00	-	Post-Round Conference
1:00 - 1:45	-	Instructional Games - Mrs LeMay - Miss Mongeon
1:45 - 2:30	-	Collaborative Coaching
2:30 - 3:00	-	Reflection/Planning

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET (Learning Centers)

OVERALL FOCUS: Notice the operational system that the teacher has set up for the learning centers in his/her classroom. Are the centers assigned daily, scheduled weekly, or free-time centers?

SPECIFIC FOCUS: When observing each individual learning center, look for the following:

- *Purpose or objective of the center (enrichment, reinforcement or maintenance?)
- *The types of learning styles being addressed (auditory, visual, kinesthetic?)
- *The physical set up (various materials used, construction of the center?)
- *Student use of the center (independent learning, cooperative learning?)

CLASSROOM FOCUS: "Teacher A" has 10 centers located throughout the classroom. Five of the centers are "required" centers that were created to reinforce concepts previously taught. The other five centers are "optional" centers used for student enrichment.

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TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Teaching-Learning

Topic: Hands-On Learning

March 22, 1990

8:45 - 9:00	-	Topic Orientation/Pre-Round Conference
9:00 - 10:00	-	Round 1 - Mr McGowan
10:00 - 10:15	-	Post-Round Conference
10:15 - 10:30	-	Break
10:30 - 10:45	-	Pre-Round Conference
10:45 - 11:10	-	Round 2 - Mr Yvon
11:10 - 11:30	-	Post-Round Conference
11:30 - 12:45	-	Contributing Teachers - Mrs Clifford - Dr DelPrete
12:45 - 1:30	-	Lunch
1:30 - 1:45	-	Contributing Teacher - Dr DelPrete
1:45 - 2:15	-	Clinical Teaching
2:15 - 3:00	-	Collaborative Coaching

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Teaching-Learning

Topic: Hands-On Learning

March 22, 1990

OVERALL FOCUS: Hands-on learning enhances students' motivation to stay on task. It also promotes better interaction and sharing among the students.

CLASSROOM FOCUS - Mrs LeMay - Grade 4

Mr McGowan's lesson will be an insolated lesson on gravity. Mr McGowan is a visiting lecturer who worked with Mrs LeMay's class once a week during last semester. Please note how the children react to Mr McGowan. Also, notice that the students' desire to learn and respect for Mr McGowan allow them to gain knowledge that would not ordinarily be part of the fourth grade curriculum.

CLASSROOM FOCUS - Mr Yvon - Grade 1

Mr Yvon will teach a lesson on texture. The children will be locating and recording different items and their texture. If weather permits, this activity will take place outside.

At the conclusion, children report on their findings. Please note the sophistication with which they record their information.

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE SCHEDULE

Theme: Teaching-Learning

Topic: Cooperative Learning I

April 05, 1990

9:45 - 10:15	-	Contributing Teachers - Ms Frongillo - Mrs Power
10:15 - 10:30	-	Pre-Round Conference
10:30 - 11:15	-	Round 1 - Mrs Harbert
11:15 - 11:30	-	Post-Round Conference
11:30 - 11:45	-	Break
11:45 - 12:00	-	Pre-Round Conference
12:00 - 12:45	-	Round 2 - Mrs Clifford
12:45 - 1:00	-	Post-Round Conference
1:00 - 1:45	-	Lunch
1:45 - 2:30	-	Collaborative Coaching
2:30 - 3:00	-	Reflection/Planning

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Teaching-Learning

Topic: Cooperative Learning I

April 05, 1990

ROUNDS SHEET:

OVERALL FOCUS: Please Note

*Group Size
*Student Interaction
*Individual Accountability
*Social Skills

ROUND I - Mrs Harbert - TAI Math

Children will be working in established groups on computation skills. Each student will be working at their invdividual level. Note makeup of the groups and the accountability built in.

ROUND II - Mrs Clifford - Grade 4

Mrs Clifford will use co-operative learning in a social studies game. She is planning to have all Student Teachers take part. She will assign each of you a specific task, as the lesson begins.

TEACHER PREPARATION PROGRAM

PROFESSIONAL DEVELOPMENT DAY

SAMPLE ROUNDS SHEET

Theme: Teaching-Learning

Topic: Cooperative Learning

Reflective Practice Rounds

November 9, 1989

9:15 - 9:45	-	Round 1 - Ms Gibson
9:45 - 10:30	-	Post-Round Conference
10:30 - 11:00	-	Round 2 - Mrs Fisher
11:00 - 11:45	-	Post-Round Conference
11:45 - 12:30	-	Round 3 - Ms Sullivan
12:30 - 1:00	-	Post-Round Conference
1:00 - 1:30	-	Lunch
1:30 - 2:00	-	Round 4 - Mrs Cook
2:00 - 2:30	-	Post-Round Conference
2:30 - 3:00	-	Reflection/Planning

ONGOING (IN-SERVICE)

PROFESSIONAL DEVELOPMENT

PROGRAM

ANNA MARIA COLLEGE COOLIDGE ELEMENTARY

PROFESSIONAL DEVELOPMENT SCHOOL

Contributing and Cooperating Teacher Questionnaire -- Fall 1989

This questionnaire is meant as an opportunity for you to reflect on and articulate your experience as a participant in the Professional Development School program. Your responses will help us in our ongoing effort to evaluate and improve the program. Thanks so much for your continued support and involvement. Please return to Dr. DelPrete's mailbox.

Check: [ ] Teacher [ ] Specialist

Date: _____

Role(s) in Professional Development School _____

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1. Do you feel that the program has made a positive contribution to the professional atmosphere and work at Coolidge? If so, in what sense? If not, how can it?

2. Has your involvement in the program in any way affected how you think about or how you understand your own teaching practice?

3. Has your involvement in the program in any way helped you in your effort to improve your own teaching practice?

ANNA MARIA COLLEGE COOLIDGE ELEMENTARY

PROFESSIONAL DEVELOPMENT SCHOOL

Contributing and Cooperating Teacher Questionnaire -- Fall 1989

4. What do you see as the strengths of the program?

5. What do you see as the program's liabilities or needs?

6. In what ways do you think the program has supported and enhanced the efforts of the beginning teacher?

7. How would you like to be involved in the future?

Please put additional comments on the back side

Professional Development School

Teacher Retreat and Reflection

May 25, 1990

Reflection I: ON LEARNING

Assumption: what we ourselves have experienced as good learning and what we understand learning to be about influences how we see others as learners and therefore how we teach

Aims: to increase awareness of how we think about and understand "learning"
to enhance our understanding of learning through reflective discussion with others

Questions: Respond to as few or as many as you would like:

1. What does the process of learning involve? What does it mean to "learn" something?

2. What is knowledge?

3. What about learning or knowledge is important?

4. Describe one or more "powerful" learning experiences that you have had (can have occurred inside or outside the classroom). What made it powerful or significant or meaningful? Does this particular learning experience suggest anything to you about the nature of learning in general?

5. Describe a recent significant or meaningful learning experience that you feel one or more of your children have had. What made it significant or meaningful?

6. Can you think of a metaphor (e.g., the growth of a tree) or a story that communicates something important about the nature or meaning of learning?

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Professional Development School

Teacher Retreat and Reflection

May 25, 1990

Reflection II: ON TEACHING

Assumption: the better we understand our beliefs and assumptions about teaching, the better we will understand and improve our own teaching practice

Aims: to increase awareness of what we understand or assume is good teaching
to increase awareness and understanding of our own teaching practice through reflective discussion with others

Questions: Respond to as few or as many as you would like.

1. Of what would you say good teaching consists? On what ideas, values, observations, or experiences do you base this understanding?

2. Describe a "best" experience in teaching. What made this a "best"?

3. How would you describe yourself as a teacher? What are some characteristics of your approach to teaching? How are they demonstrated in your actual teaching practice?

4. What would you say your children experience in general in your classroom as a result of your teaching? What do they learn? What would you say has been a "best" experience for them?

5. What does teaching mean to you?

Professional Development School

Teacher Retreat and Reflection

May 25, 1990

Reflection III: REFLECTION ON PRACTICE

Assumption: Reflection on practice can lead to more reflection in practice

Aim: to find ways to better understand and enhance our own teaching practice

Questions: Respond to as few or as many as you would like

1. What belief(s) about learning or teaching would you like to learn more about or put more into practice?

2. Would you like to determine better the extent to which any of your beliefs or hopes are reflected in your actual practice or in the actual experience of your children?

3. What aspect(s) of your teaching would you like to know more about? What questions do you have about your own teaching practice?

4. What questions do you have about what your children are experiencing? About your children as learners?

5. What areas of teaching practice would you like to know more about?

6. In what ways might you work or want to work with a colleague to answer any of the questions above?

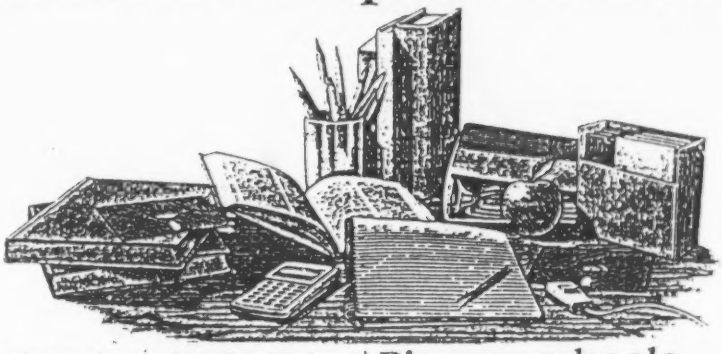
APPENDIX I

ON

PROFESSIONAL DEVELOPMENT SCHOOLS

Update . . .

What are Professional Development Schools?



In August 1987, the Massachusetts Special Commission on the Conditions of Teaching published *Leading the Way*, a report recommending long-term educational renewal. One proposal was the creation of a grants program to support the establishment of a network of Professional Development Schools (PDS) throughout the Commonwealth. The report advocated a more significant role for public schools in the pre-service and in-service education of teachers.

Later that year, the Joint Task Force on Teacher Preparation convened by the Board of Regents of Higher Education and the Board of Education issued *Making Teaching a Major Profession*. This report recommended improving teacher education within the state college system.

Both the Commission and the Joint Task Force envisioned Professional Development Schools as places in which new models of professional education are designed and administered jointly by school and college faculty. In this way, new and enhanced collaborations between schools and colleges involved in teacher education would be forged, changing the way future teachers are prepared and reorganizing schools to make teaching more professional.

The reports recognize that teachers possess a wealth of knowledge about teaching and learning which must be tapped in the preparation and continuing education of teachers. They suggest that the benefit of an enhanced role and status for teachers help retain motivated and committed teachers, attract highly qualified people to the teaching profession, and ultimately improve the quality of education for all students.

The Joint Task Force proposed that the heart of future teacher education programs take place in school-based, clinical settings, directed by school-based professionals and university faculty. In a PDS, principals and school and college faculty might pursue cooperative research, jointly plan and administer in-service programs, test new instructional models, study the applicability of research to their schools and other schools, and develop new forms of curriculum and performance evaluation and assessment, and exchange teaching roles.

The creation of a PDS is evolutionary and developmental. Changes in current organizations, attitudes, and practice require commitment, time, and resources. The continuous process of planning, experimentation, and reflection serves to strengthen and expand our knowledge about teacher education and professional development.

While there is no one PDS model, each school is designed to meet the strengths and needs unique to its collaboration. However, all Professional Development Schools are expected to incorporate:

Shared vision among school and college faculty in developing new models of professional education

Collaboration among practitioners, principals, teacher educators, liberal arts faculty, and other members of the community when appropriate

Exemplary school culture which values collegiality, shared leadership and decision making, high expectations, active learning, and inquiry-based teaching

A well-defined induction process guided by mentor teachers so that new teachers have opportunities to understand the school's culture, develop a sense of students' needs, and assume new and more responsible roles as they acquire confidence and skill

Diversity in teaching methods that complements the variety of student learning styles

Empowerment of teachers and principals to make shared decisions about curriculum, materials, personnel, and budgets

Well-articulated assessment process for the regular review of all school personnel and programs

School schedules and organizational arrangements that provide time and opportunities for sharing ideas, collaborating on new tasks and problem solving, and reflecting on practice

Adequate resources, including staff, materials, and funding, to support the program's mission

Commitment to multi-racial and multi-ethnic education that prepares educators to appreciate and build on the special benefits of diverse cultures ■

Pioneer schools begin programs

The following schools recently were allotted funds to begin their Professional Development School projects:

Thomas A. Edison Middle School, Brighton, and Boston University: To better address the professional development needs of new teachers, student teachers, and veteran teachers.

Edward Devotion School, Brookline, and Wheelock College: To plan the expansion of Devotion School's successful preservice and inservice teacher training project.

Cambridge Rindge and Latin School, Lincoln-Sudbury Regional High School, and Harvard Graduate School of Education: To strengthen both preservice training for teacher candidates and professional development for teachers.

East Longmeadow High School and the University of Massachusetts at Amherst: To build on the existing collaborative and emphasize educational mentoring, staff development for veteran teachers and dissemination of the clinical site concept.

Mary E. Stapleton Elementary School, Framingham, and Framingham State College: To develop new models for preservice and inservice education focusing on school culture, developmental learning, a multicultural/multiethnic-rich curricula, a strengthened home/school partnership, and an expanded role for teachers.

Wolf Swamp Road School, Longmeadow, and Elms College: To design a school-based plan to provide an environment for professional development at the prepracticum, practicum, and veteran teacher stages.

continued on page three

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PDS

continued from page two

Lowell Public Schools and the University of Lowell: To research, design, and develop plans to structure the Lowell Demonstration School as a model for teacher development at every stage of the professional continuum and to develop new techniques in effective training in a multicultural environment.

Horace Mann School, Melrose, Franklin Public Schools, and Salem State College: To create a setting which will provide improved practicum experiences for pre- and inservice teachers and enhance the renewal of school staff.

Middleborough Public Schools and Bridgewater State College: To assess existing pilot programs and unify them to actively support teacher preparation and collegiality.

North Quincy High School and the University of Massachusetts at Boston: To plan a model program for the preservice training and professional development of language arts teachers by building on the concept of a team approach and by developing a philosophy and framework for team mentoring.

James P. Timilty School, Roxbury, and Lesley College: To train student teachers in an urban setting which serves a predominantly minority population.

Calvin Coolidge School, Shrewsbury, and Anna Maria College: To support and enhance the professional growth of teachers by uniting the efforts of teachers, the school principal, and a clinical professor in a series of professional development activities at the school site.

West Tisbury School and Oak Bluffs School, Vineyard Haven, Lesley College, and Wheelock College: To train prospective and/or new staff; to provide ongoing professional development for experienced teachers; to plan, maintain, and adjust curriculum; to promote communication and support among teachers; and to provide a structured forum for sharing information.

Westport High School and Southeastern Massachusetts University: To initiate a collaborative planning process aimed at developing a strong link and collegial relationships among school and university faculty members; to develop programs for introducing innovative instructional methods, curriculum developments, and mentoring opportunities.

Williamstown Public Schools and North Adams State College: To explore what schools and their curricula will or should be like in the year 2000; to create a planning and decision-making model for the preparation of provisional teachers and revising the current staff development program. ■

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SCHOOL/UNIVERSITY ISSUES TO CONSIDER IN FORMING PROFESSIONAL DEVELOPMENT SCHOOLS

ISSUES OF ORGANIZATION AND AUTHORITY (for schools, school districts, and colleges and universities)

What are the authority/responsibility issues that we have to consider in creating a collaborative enterprise? (Who's going to be responsible for what? What new activities will require attention?)

How much of the school/college will be involved in this effort? What will be the process of deciding?

In what ways will current job descriptions change?

What are the ways in which issues of job security will become important as we implement these changes?

What are the implications of the existing negotiated agreements of college faculty, teachers, and principals for proposed changes in roles and responsiblities?

What are the implications of the current incentive and reward structures in the organizations for participation in Professional Development Schools?

Which district/university/college policies and practices will support this effort? Which might create obstacles?

How does the prospect of a Professional Development School match with on-going school improvement efforts?

In what ways will the Professional Development School better serve the educational needs of our children?

What are the financial implications of creating a Professional Development School and how will we deal with them?

What are the human resource demands of this enterprise and do we have them? (How will we find out if we have them?)

How will we set goals and evaluate our progress toward achieving our goals?

SCHOOL/UNIVERSITY ISSUES TO CONSIDER IN FORMING PROFESSIONAL DEVELOPMENT SCHOOLS

Whatever form Professional Development Schools take as you create them, they will likely have to deal with a set of common issues that are associated with the new purposes, roles and institutional arrangements. The following pages highlight, in question format, some of the issues that I raised that may be useful to consider in thinking about the process of creating a Professional Development School. (The list is not meant to be exhaustive or exhausting!)

ISSUES OF PURPOSE

What do we want to accomplish for future teachers, current teachers, college-based teacher educators, school-based teacher educators, students, the school and school district, and the college or university, by creating a Professional Development School?

What is our notion of a Professional Development School?

What kinds of restructuring and changes in governance will be associated with this view of a Professional Development School?

ISSUES OF TEACHING AND LEARNING TO TEACH

What conception(s) of teaching do we want to encourage in our Professional Development School?

What are the implications of that conception for teachers' roles?

What do we want future teachers to learn from the field-based component of teacher education?

How can we structure clinical experiences so they lead to such learning?

How might we have to restructure schools and/or classrooms so that those clinical experiences are available?

What do we as classroom teachers and college faculty need to know and know how to do in order to help future and novice teachers learn to teach?

How will we learn what we don't already know?

What does our view of teaching imply for the campus-based component of teacher education?

APPENDIX II

REFERENCE SHEETS FOR

THE

PROFESSIONAL DEVELOPMENT SCHOOL

PROGRAMS

Holmes Group Outlines 'Clinical' Schools Network

By Debra Viadero

PHOENIX—A draft of a new Holmes Group report lays out broad, ambitious principles intended to guide the creation of a network of professional-development schools linked with leading research universities around the country.

The draft document, tentatively entitled "Tomorrow's Schools: Design Principles for Professional Development Schools," was unanimously endorsed during the group's annual meeting here Jan. 26 and 27. It is scheduled for official release in April.

The report is the second of three major documents on education reform planned by the Holmes Group, a consortium of 97 major research universities working to reform teaching and teacher education.

According to the new document, professional-development schools should be "real" schools, jointly operated by school districts and universities, that offer student teachers and novices in the profession a more structured and supportive introduction to teaching than now exists.

Often likened to teaching hospitals or agricultural-extension stations, such schools have multiple purposes, the draft says: improving student learning, revitalizing veteran teachers, introducing prospective teachers to the field, and providing a laboratory for research in education.

The notion of improved teacher-training sites along these lines is not new. The idea got a boost in 1986, however, when the Holmes Group and the Carnegie Task Force on Teaching as a Profession issued separate reports calling for major changes in teacher education. Both reports said the creation of "clinical" or professional-development schools was a critical step in reforming such preparation.

Since then, public and private ventures to establish such schools have sprung up around the country. *(See Education Week, April 12, 1989.)*

But Holmes Group participants meeting here said their vision for such schools is considerably more comprehensive and ambitious than other efforts in this area thus far. More than just an ideal training site for teachers, the report contends, a professional-development school should be a place where education itself is transformed. It should be an exemplar for every school.

"If you take apart the principles we outline, you will find places across the country that are doing some of what we're advocating," said Lauren Young, co-chairman of the Tomorrow's Schools project and an assistant professor of teacher education and educational administration at Michigan State University. "What is really different about this is that we want to do all of these things at the same time."

Some Holmes Group participants were skeptical, however, that their institutions could carry out such an ambitious agenda. They said the draft was long on rhetoric and short on practical guidance.

"It sounds nice, if you turn out 25 students a year," said Rodney W. Roth, dean of the college of education at the University of Alabama. "But we have hundreds of students a semester."

"Am I supposed to give a good professional experience to only 2 percent of my students?" he asked.

50-50 Partnership

Funded with a $200,000 grant from the Ford Foundation, the new "Tomorrow's Schools" report is the product of six two-day seminars with 120 experts in the field.

The portrait of a professional-development school that emerged from those conversations calls for a 50-50 partnership between the university and the school district where the school is located. Both partners must also be equally committed to operating the school over the long run—perhaps as long as "two or three generations of teachers," the draft says.

It would be a place where the teachers are given equal footing with the university instructors who come to work there. The report suggests that this could mean that the school-district teachers either teach courses at the university or collaborate with the university faculty in the design and implementation of research projects and curricula.

Likewise, the participating instructors from higher education might teach classes at the school.

"University professors are always doing research in a library, doing a meta-analysis of other studies," said Dean Corrigan, former dean of the college of education at Texas A & M University. "What this does is bring some reality to all of that."

That kind of collaboration can only be brought about, the draft document says, by changing the reward structure in colleges of education. The traditional emphasis on rewarding scholarship must be altered, it says, so that university faculty members will have an incentive to work in the school.

Such schools would be located in areas "poorly served by education" and populated by students who are culturally, economically, and academically diverse. Teachers, who would also come from diverse cultural backgrounds, would work at finding new ways to educate "everybody's children," according to the draft.

"These schools will be demonstrating that there are places where all children can learn," said Judith E. Lanier, president and chairman of the Holmes Group and dean of the college of education at Michigan State University. "That can be very different from being told it can work."

Conference-goers said the document's strong emphasis on ethnic diversity was also, in part, a response to criticism of its 1986 manifesto, "Tomorrow's Teachers: A Report of the Holmes Group." Critics said the earlier report did not speak to the needs of the growing population of students who are poor or members of minority groups.

In serving such children, the new document says, it may be necessary for the school to work with other, noneducational agencies in the community to ensure that students are coming to class healthy, well-fed, and ready to learn.

The draft also suggests that the school, in order to be free to test new ideas, might have to seek waivers of some state or federal laws. Some such schools, it says, might even become "regulatory-free zones."

And finally, it calls for a network linking all such professional-development schools with one another—and possibly with other schools in their own districts—so that they do not become "islands of excellence."

Ms. Lanier said the creation of these schools could force fundamental change in schools of education and in teacher education generally.

"Professional schools of education would be different if they adopted a professional-development school than if they didn't have one," she said.

'Motherhood and Apple Pie'

The draft was praised by most of the Holmes Group deans and other educators who attended last week's meeting here.

"Now we have something tangible that we can present and say we believe these are good principles for schools of the future," said Roderick J. MacDavis, dean of the college of education at the University of Arkansas.

Some deans, however, said the report painted an overly idealistic portrait. They said it lacked the kind of practical advice on crucial issues—such as how to fund such schools—that they would need to tackle as they initiate their own professional-development schools.

"These are principles that smack of motherhood and apple pie," said Sam J. Yarger, dean of the school of education at the University of Wisconsin-Milwaukee. "There's not a lot there to work with."

Other deans expressed concern that the schools would not adequately prepare students for the "real world" they would face upon graduation.

As one participant put it: "What happens when teachers go from this wonderful, stimulating environment to overcrowded classrooms in some inner-city school?"

In response to that concern, Ms. Lanier said teacher-education programs can do a better job of preparing prospective teachers to work in a less ideal environment. She said students could also be exposed to multiple settings, which might include both a professional-development school and a district's worst classrooms.

Ms. Lanier said the final version of the report would likely address funding questions in more detail and offer concrete examples of projects that approach some of the goals outlined by the Holmes Group.

Open to debate, however, is whether many of the member institutions will actually embark on such projects.

The group has been criticized in the past for showing uneven progress in implementing the reforms called for in its original report. A survey of Holmes institutions released last year indicated that only about half of the schools had taken steps to implement one of that report's central recommendations: the development of five-year teacher-education programs that would provide more time for academic and professional studies. *(See Education Week, Feb. 8, 1989.)*

Since that survey, however, Ms. Lanier said the group has made "steady progress" toward implementing those kinds of reforms.

The issue of whether to actively pursue the establishment of professional-development schools linked to Holmes institutions will be on the agenda in March when the group's executive board meets.

The board will also decide then whether to create a mechanism to hold member institutions accountable for their progress toward reform—a strategy that one Holmes member described as "fish-or-cut-bait thinking."

Ms. Lanier predicted that professional-development schools would become a hallmark of the group.

"The 80's was the decade of reports," she said. "What we're saying now is let's get out there and do it."

REFLECTIVE PRACTICE ROUNDS

SAMPLE STUDENT TEACHER PRE-ROUND ORIENTATION

COOPERATIVE LEARNING GROUPS
INTEGRATED LANGUAGE ARTS
GRADE 3

The students in this integrated language arts class are members of our two reading groups. There are equal numbers of males and females, so it was possible to divide the class into six groups of two boys and two girls.

The cooperative learning groups you will be observing today were formed this Tuesday. Today's activity is a continuation of introducing the children to cooperative learning strategies, as well as the application of sequencing skills. The members of each group have been chosen to represent heterogeneous ability levels, an equal number of boys and girls, and hopefully, positive personality blends.

Both reading groups have been reading and solving cases in the Encyclopedia Brown, Boy Detective series. Last Friday, the students were introduced to the sequencing step analysis to better solve these cases. The students have been working in these particular groups this week during their integrated language arts period. Today is the first time they will be working in these particular groups for the application of sequencing skills.

Each person will be assigned a particular group role, i.e. arranger, recorder, examiner, and facilitator. The arranger will be responsible for naming the story's sequence of events, the recorder will write a list of the events, and the examiner will check and finalize the order of events. The facilitator will encourage the group, ensure that the tasks and goals are understood and answer other group member's questions. A case from the Encyclopedia Brown series has been assigned to each group, with no more than two groups receiving the same case for review. The students reread the assigned case during their reading time today to reacquaint themselves with the material.

The purpose of today's activity is to encourage cooperative learning by heterogeneous groupings, by assigning a particular role to each group member, by encouraging peer interactions in understanding concepts and goals, by requiring individual accountability, and by encouraging the group to work collaboratively toward a common goal. The academic skill, as noted above, is sequencing.

TIMELINE FROM 1990 GRANT PROPOSAL

YEAR ONE (1989-1990)

Program Objectives

1. Foster more comprehensive school-wide dialogue on collaborative professional development in relation to the process of teaching-learning
2. Build common perspective on the topics, "reflecting on or in practice," and "investigating practice" among entire Coolidge teaching staff
3. Initiate professional development program for all experienced teachers aimed at broadening understanding or practice and the capacity to respond to children's needs and efforts to learn, and refining the Contributing Teacher's role in the parallel program for Student Teachers; include opportunities for clinical work with children
4. Draft a "Professional Development School Guidebook" for participants in the program

Program Activities

1. Conduct 12 Professional Development Days for 6-8 Student Teachers during each college semester (See "program description")
2. Conduct a 1/2 day conference on the Professional Development School with entire Coolidge staff to establish goals and perspective for Professional Development Days for experienced (in-service) teachers; invite guest presenter
3. Enable "Contributing Teachers" to participate in one full day of the Professional Development Program for Student Teachers
4. Conduct a minimum of 1 Professional Development Day each for small groups (4-5) of experienced Coolidge teachers
5. Begin writing "Professional Development School Guidebook

YEAR TWO (1990-1991)

Program Objectives and Activities

1. Establish year-long Professional Development Day program for Coolidge teachers based on interest and experience, the evaluation of previous year's inaugural program, and objectives establised in Year One
2. Plan ongoing seminar on teaching and learning for experienced Coolidge teachers around theme of "constructing knowledge"
3. Establish plan for development of new "Mentor Teachers" to serve in Professional Development program for Student and Beginning Teachers
4 Produce and distribute first edition of "Professional Development Guidebook"

YEAR THREE (1991-1992)

Objectives and Activities

1. Establish year-long Professional Development Day program for Coolidge teachers based on interest and experience
2. Conduct graduate seminar on teaching and learning (around theme of "consturctive knowledge") for interested Coolidge teachers;
3. Plan to involve other teachers in school district in dialogue on professional development and in Professional Development Days for both beginning and experienced teachers
4. Plan teacher exchanges and small-scale workshops with other Professional Development Schools

SOME NOTES ON CLINICAL METHODOLOGY AND TEACHING-LEARNING*

Basically, a clinical methodology involves trying to understand how another person understands their experience, through asking them to try to be clear about their own understanding, or by finding a way to help them demonstrate their understanding.

As applied to teaching-learning, the aim of this approach is to understand children's understanding of a specific situation or event which has been set up or proposed to them, and which, presumably, has engaged their interest. The clinical methodology may also be applied in an effort to understand a child's self-initiated experience.

The teacher checks her/his understanding of the child's understanding through questions, or through proposing alternative understandings for the person to consider, or through pointing to the situation in such a way as to highlight consistencies, or inconsistencies in the child's thinking.

In employing a clinical methodology, the teacher becomes a detective of sorts, searching for clues to the other's understanding. This detective work becomes complicated because the child's understanding may evolve in the very process of us asking about it; the effort to express understanding may cause a re-thinking or even an extension of that understanding.

The effort to understand what someone else is thinking about something is by no means easy. It requires first of all openness to the idea that different people may have different ways of understanding the same phenomenon. It means respect for the understanding of another as it exists (not as we would like it to be!). It means patience and attentiveness and resourcefulness in the effort to find that out. It means, for the teacher, a familiarity (preferably through personal experience) with some of the ways people might have of understanding or figuring out the situation presented to them. Of great importance, understanding what someone else is thinking requires trying to understand <u>why</u> they think it. How do we know what they understand? What evidence do they give for it? What is said or demonstrated may not always fully convey or represent what is <u>understood</u>.

The clincial approach can be very helpful to teachers in the effort to decide how to deepen and extend a child's engagement in subject matter. In other words, the teacher's understanding of how a child is understanding or making sense of something can provide a basis for deciding what might enable the child to go further. Teaching decisions are thus made as much as possible in response to <u>the child's</u> understanding. As David Hawkins reminds us, "The path each child chooses is the best path."

*These notes are adapted in part from work by Eleanor Duckworth [see "<u>The Having of Wonderful Ideas" and Other Essays on Teaching and Learning</u> by Duckworth for a more in depth discussion and examples of this process]